

Danny Looks for a Honeybee Yard

Level G / 160 words / fiction

High frequency words:

be, by, don't, has, they, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What are Danny and Bee doing on the front cover? Where do you think they are going?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *honeybee, wooden, buzz, and hungry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *honeybee* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

The honey bee is the only insect that produces food eaten by man. A beekeeper, or *apiarist*, keeps bees in order to collect their honey and other products that the hive produces. A location where bees are kept is called an *apiary* or "bee yard."

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny and Bee want to find the honeybee yard? What sound did Danny and Bee hear that helped them find the honeybee yard?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when he didn't get to meet any bees? Can you think of any uses for honey other than to eat it on toast?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the -ed suffix: *looked, listened, and stopped*.
- Find and discuss the homonymns *here* and *hear*.
- Find and discuss the plural nouns: *beehives, bees, boxes, friends, and honeybees*. Change the following words into plural nouns: *sign, snack, and yard*.

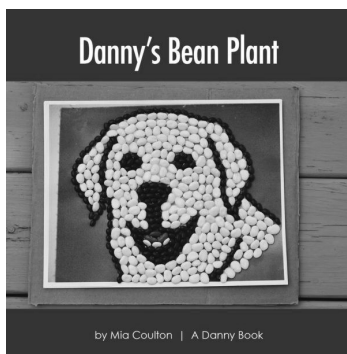
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Find and discuss the warning sign on page 5. Have each student design a warning sign for a honeybee yard, including words and pictures.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing the -ed suffix; Introducing homonymns; Practicing plural nouns; Rereading.



Danny's Bean Plant

Level G / 119 words / informational fiction

High frequency words:

eat, then, too, under, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What was used to make Danny's picture? What do you know about beans?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *worry, hungry, and buy*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did the beans look like on Monday and on Wednesday? How had the beans changed?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does it take a long time for a bean plant to grow? What do you think Danny will do with the beans when they are ready to pick?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's, I'll, and I'm*. Explain that *there's* is a contraction that means *there is*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and practice the words with the /ea/ vowel pattern: *bean, each, and eat*.
- On separate cards, write and draw what the beans looked like on each day of the week. Have the students put the cards in sequential order to match the text.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

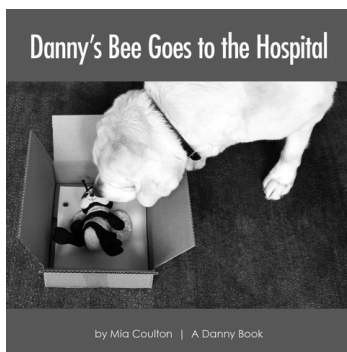
Writing activity

- Have each student write and complete the following sentence: "*Danny picked the beans and made _____.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The *Cloud Gate* sculpture, created by Anish Kapoor, is a popular attraction in Chicago. The sculpture is nicknamed *The Bean* because it is shaped like a bean.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ea/ vowel pattern; Sequencing.



Danny's Bee Goes to the Hospital

Level G / 149 words / fiction

High frequency words:

be, from, going, new, take, then, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Why do you think Danny put Bee in the box? What do you think will happen in this story? Have you ever gone to the hospital?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *hospital, calm, and package*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

A doll hospital is a workshop that specializes in the restoration or repair of dolls. One of the oldest doll hospitals was established in Lisbon, Portugal in 1830. There is even a Doll Doctors Association in the United States.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "When Norman was playing with Bee, what happened to Bee? What was Danny's idea to fix Bee?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he had to tell Danny what happened to Bee? Have you ever accidentally broken a friend's toy? How did that make you feel?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the /ow/ phoneme: *found, shouted, and down*.
- Find and discuss the homophones *eye-I* and *be-Bee* in the story. Homophones are words that sound alike, but have different spellings and meanings.

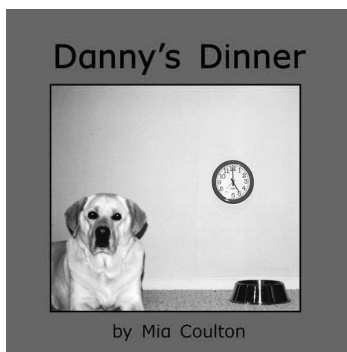
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student write and complete the following sentence: "*I have a great idea! Let's send Bee to the _____.*" Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing possessive words with the 's ending; Practicing words with the /ow/ phoneme; Introducing homophones.



Danny's Dinner

Level G / 142 words / fiction

High frequency words:

be, don't, good, have, how, so, was

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Danny is thinking about in the picture? How do you think he is feeling?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *buy* and *worry*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What time does Danny eat dinner? What time was it when Danny finally got to eat his dinner?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Dad felt when he realized there was no more food for Danny? How would you feel if you had to eat the same thing for dinner everyday?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophe in the words *there's*, *don't*, *I'll*, and *I'm*. Explain that *there's* is a contraction that means *there is*, *don't* means *do not*, *I'll* means *I will*, and *I'm* means *I am*.
- Find and discuss the rhyming sets: *you-do-to*, *so-no-oh*, and *for-more-store*.
- Point out the quotation marks, question marks, and exclamation marks throughout the text.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student elaborate on the text by adding what happened next after Danny ate his dinner. Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Some people foods are bad for dogs. A few of these foods are: almonds, avocados, chocolate, garlic/onions, grapes/raisins, macadamia nuts, xylitol, and yeast.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Noticing punctuation (quotation marks, question marks, exclamation marks); Practicing rhyming words; Adding dialogue with illustrations.



Danny's Really Big Show

Level G / 143 words / fiction

High frequency words:

don't, going, has, then, was, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Danny wearing? What do you think Danny is going to do?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *ta-da, magic, guitar, building*, and *guess*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What did Danny want to do in the really big show? What did Bee want to do in the show?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why did Bee leave the building? How do you think Bee felt? How would you feel if you couldn't do something you wanted to do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the /ck/ blend: *pick, back*, and *trick*.
- Find and discuss the rhyming words: *see-he-Bee* and *trick-pick*.
- Point out the apostrophe in the words *can't* and *won't*. Explain that *can't* is a contraction that means *cannot* and *won't* is a contraction that means *will not*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

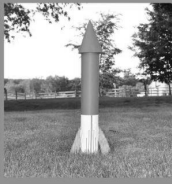
- Have each student write and complete the following sentences: "*I am going to put on a really big show. I will _____ in the really big show.*" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

The Ed Sullivan Show was a weekly television variety show that featured famous singers, actors, opera stars, ballet dancers, and circus acts. Ed Sullivan would start off nearly every broadcast by telling the audience, "We have a really big show tonight."

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing apostrophes in contractions; Practicing words with the /ck/ blend; Practicing rhyming words; Rereading.

Danny's Rocket



by Mia Coulton

Danny's Rocket

Level G / 131 words / fiction

High frequency words:

came, going, how, made, take, too, was, white

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is on the front cover? What do you think will happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *spacesuit, science, goodbye, and stripes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *spacesuit* and *goodbye* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Putting on a spacesuit takes 45 minutes, including the time it takes to put on the special undergarments that help keep astronauts cool. The process of putting on a spacesuit is called *donning* and the process of removing it is called *doffing*.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why did Danny want to make a rocket? Why did Bee ride on the rocket instead of Danny?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Bee felt when the rocket started going down, down, down? How would you feel if you were on a rocket to the moon?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *make, made, white, safe, came, and take*.
- Find and discuss the pairs of opposite words in the text: *up-down* and *big-small*. Opposites are also called *antonyms*.

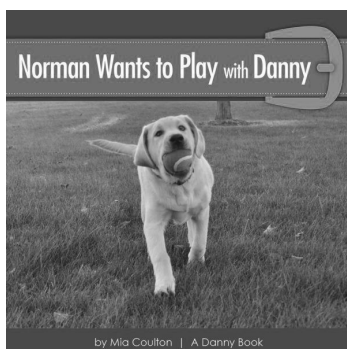
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student elaborate on the text by creating a future episode of Danny's Rocket where Danny and Bee make it to the moon. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Finding and clapping multisyllabic words; Practicing words with the CVCe pattern; Introducing antonyms (opposite pairs); Rereading; Expanding text with illustrations.



Norman Wants to Play With Danny

Level G / 120 words / fiction

High frequency words:

have, now, want, why, with, yes

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does Norman have in his mouth? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *frisbee, grabbed, and asked*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why didn't Danny want to play ball with Norman? What changed Danny's mind?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he saw Norman playing with Bee? How would you feel if your friend was playing with your favorite toy?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Point out the apostrophes in the words *Danny's* and *won't*. Explain that the 's in *Danny's* means possession and that *won't* is a contraction that means *will not*.
- Help the students locate the action words (verbs) with the -ed suffix: *lived, moved, and named*. This ending means that the action already happened. It happened in the past. Using magnetic letters, have the students change the following verbs into past tense: *play* and *look*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student write and complete the following sentences: "I have a _____. Will you come play with me?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Playing with your dog is more than just great exercise, it's a great way to bond. Here are some ideas to play with your pet: blow some bubbles, throw a frisbee, turn on the hose, play hide and seek, or play chase.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Introducing contractions; Introducing possessive words with the 's ending; Noticing punctuation (apostrophes); Practicing the -ed suffix; Noticing action words (verbs).